



*THE SCHOOL DISTRICT OF LEE COUNTY and
THE TEACHERS ASSOCIATION OF LEE COUNTY*

**TALC Bargaining Committee
Monday, July 23, 2018
Agenda**

Items

1. Check-In
2. Minutes
3. Article 7
4. Article 8
5. Article 9
6. Check-Out

Mission: To ensure that each student achieves his/her highest personal potential

Vision: To be a world-class school system

TALC Bargaining Committee
FY19 (2018-2019 School Year)



**THE SCHOOL DISTRICT OF LEE COUNTY and
THE TEACHERS ASSOCIATION OF LEE COUNTY
TALC Contract Negotiations
FY19 (2018-2019 school year)**

July 23, 2018

Agenda

Check In
Minutes
Article 7
~~Article 8~~
~~Article 9~~
Check Out

Check-In

Time Constraints: 6:00 pm & 6:15 pm
Missing: Rachel Gould, Heidi Brennan, Samantha Hower,
Elephants: None

- President of TALC needs to leave at 6:15 p.m.; District prefers to end session when President leaves

Minutes:

- Approved as amended

Option – CONSENSUS

1. Request to cancel July 30, 2018 Bargaining Committee Meeting. New Teacher Orientation will make it difficult for TALC to be prepared and arrive on time.

Story Article 7

- Pre-K ESE is more than just an ESE issue; it is also an elementary school issue
- TALC will be meeting with teachers assigned to Department of Juvenile Justice (DJJ) locations on Wednesday, July 25, 2018 and will provide a report
- Need to align the language in Article 7.01(1)(c)(3) with the language in Article 10 that mentions instructional coverage during planning

- We're not at a point that we're able to discuss anything in Article 10; there has not been an Executive Session with the Board, so we're not able to discuss anything that may have a fiscal impact
- The language in Article 10 is about compensation for instructional coverage during planning and the language in Article 7 is about work schedules relative to instructional coverage during planning
- The language does not align well, which has caused some confusion, but it's mainly misunderstandings about the language in Article 10
- Do we need more regarding Pre-K ESE lunch? No, it is ok if we discuss this more at the next TALC Labor/Management Committee meeting

Story - Article 7.01(2)(c)(1) (School Calendar Committee)

- There is language that creates a school-based Calendar Committee; TALC would like these procedures followed when the pre-school calendar is being created, rather than teachers receiving an email or a printed copy of the calendar for the pre-school week when they return to work in fall
- Should the language about a school-based Calendar Committee be moved to Article 13 (Participatory Decision Making)?
- Yes, we already reached consensus on moving all references to committees to Article 13 (Participatory Decision Making), so this language will be moved to the subsection with information about school-based committees
- If an employee feels like there has been a violation of the contract language concerning the school-based Calendar Committee, the District would prefer to resolve this situation at a TALC Labor/Management Committee meeting, rather than having grievances filed

Story – Article 7.03(1) (Professional Duty Days)

- There is a concern that many meetings are being scheduled on Professional Duty Days during pre-school week; teachers do not have enough preparatory and planning time to get their classrooms ready for the return of students
- Meetings are a crucial part of the preschool week; during the pre-school week principals have time to meet with their staff as a whole to disseminate necessary information to ensure a positive start to the school year
- There is a difference between a meeting that takes a couple of hours and a meeting that takes a whole day
- There is also a difference between an In-Service Day and a Professional Duty Day
- Are there pre-school schedules that TALC can make available to the District, so that we can better discuss the concern?
- TALC does not have any pre-school schedules available for discussion yet
- During the pre-school week there is no grading, so there should be time for room set up and lesson planning
- The intent of having a pre-school week is to help everyone get ready for the new school year and to kick things off so that everyone has a positive start to the new school year
- The pre-school week is a time to share information about specific issues and a time to work together as a team and to provide support to one another as you prepare for the coming year

- Typically there is a three (3) hour welcome back meeting on the first Professional Duty Day; this means there is less time for lesson planning and classroom set up on the first day back
- Article 7.01(2)(c) states, “Work Hours: Teachers are professionals and have responsibilities [that] may require the teacher’s attendance and/or participation beyond the normal work day.” The pre-school week is a perfect example of a time that teachers may need to work beyond the normal work day and many choose to do so voluntarily, because they want to make a certain first impression with students and parents
- TALC understands that it is necessary to have a meeting on the first day back, but maybe we need to look at adding another day to the calendar year;
- Instead of teachers being 196-day employees they would become 197-day employees, or we could change the language in the TALC Contract to say that it is okay to have a meeting on the first day teachers return, but we need to carve out time for teachers during the pre-school week
- We could also talk about what the pre-school week should look like to ensure that there’s plenty of time for teachers to prepare for parents and students
- The language in Article 7.03 is primarily about what happens during the school year, not what happens during the pre-school week
- The conflict seems to come when the language in Article 7.03(1) (Professional Duty Day) is being discussed in the context of the pre-school week, when there is no grading and teachers only need a limited amount of time for planning
- Maybe we should remove “Professional Duty Days” and “In-Service Days” from the pre-school week calendars and call it something different
- Agreed, the language in Article 7.03(1) (Professional Duty Days) is definitely more well suited to a conversation about the regular school year, not the pre-school week
- What is the intent of the three (3) hour meeting? If it is about starting the school with student performance data in mind, then that information needs to be shared with instructional staff, so they too can plan for the school year
- Some people believe that meetings during the pre-school week are a waste of time, but if you’re going over the school improvement plan or other information that teachers need to know, like safety information, then the meeting is not a waste
- The District needs more information from TALC in order to understand why it is that TALC believes these meetings are a waste
- TALC believes that a welcome back meeting is a necessity for the pre-school week; the concern is that some schools are having meetings and trainings every day during the pre-school week; does a welcome back meeting need to be 3 hours?
- The bulk of time on a Professional Duty Day is being spent in welcome back meetings; department data meetings are different because teachers need that information to plan; teachers are only receiving 1/3 of the time that they’re allocated to prepare for students’ first day back
- Principals are human too and they do not like having all day meetings either; principals are not looking to just take up people’s time
- Principals are looking to team build and get everyone on-board with the same mission/vision for the school year

- It is important that we not put everything in the contract in such a concise manner; there are many moving pieces when scheduling the pre-school week
- For example, some may not see the need to go over the school handbook, some see it as a waste, but it's important that people know the expectations of administration and those expectations are made clear to staff
- We do not want to send teachers out on the first day to just go teach, when sometimes there have been changes in what's expected of us as a District; we want to provide as much support to our teachers as possible so they're prepared for changes in Florida Statute, Board Policy, District procedures, or curriculum; we need to make sure teachers have the tools they need for students to be successful; pre-school meetings are also a chance to provide guidance, to celebrate accomplishments and personal milestones
- It is not the intent of principals to have extra-long meetings; there are many items to be covered during this week; new teachers could be left feeling vulnerable if care is not taken to make sure they are aware of expectations from administration
- Preschool week is a critical week to laying a positive foundation for the school year
- Every minute teachers spend in a meeting is a minute they are not in their classroom preparing; everyone works more than their contract time, especially during preschool week, but we have teachers that are staying late and volunteering their time without compensation to make sure their room is ready
- Maybe we could extend the work year by ½ day to allow for teachers to prepare their classrooms
- Why is it that the use of time is flexible on Professional Duty Days not In-Service Days
- How long does it take to get a classroom ready?
- Meetings are not the issue, teachers not having enough time in their classroom to prepare for the year is the issue
- The only way for a teacher to be sure that they're ready for the first day of school and their classroom is ready by Open House or the Meet the Teacher event is if they volunteer their own time
- Every subject area or department has its own set of detailed requirements regarding what teachers need to be successful. Teachers have items that they need to be prepare; sorting, labeling, and organizing take time and teachers want to make sure they've done things correctly; spending time in meetings cuts into the time that teachers have to do this
- Principals have to prepare their staff, as teachers have to prepare for kids and Open House; the only way is to do this is to come in on time that's uncompensated; everyone works hard to make the first week of school a success
- We also have to factor in when teachers have a change in classrooms; moving a teacher from one room to another or from one grade level to another takes more of the teacher's time and sharing a classroom requires more time, because both teachers have to figure out how to best set up the classroom; changes in schedules might do the same
- If a teacher is not prepared for the first day then they are starting the school year out behind
- Given the financial situation of the District, extending the work year by a ½ day or day is not an option at this time
- Again, it's worth mentioning that teachers are salaried employees, not hourly employees; the TALC Contract clearly states that "Teachers are professionals and have

responsibilities [that] may require the teacher's attendance and/or participation beyond the normal work day"

- Article 7 also has language about the scheduling of mandatory meetings, which should be taking place with input from the school-based Calendar Committee
- According to the TALC Contract, the TALC Labor/Management Committee is the place to resolve any issue in terms of reasonableness
- If an individual school is having an issue with numerous faculty meetings or faculty meetings lasting a long time, then these situations should be brought to the TALC Labor/Management Committee for review
- In the past three (3) years, the only issues that have been brought to the TALC Labor/Management Committee regarding pre-school week were those that had to do with the Instructional Calendar waiver days or denial of requests for leave during the five days before or after students return
- The TALC Labor/Management Committee has not had any conversations about there being too many meetings during the pre-school week or about long meetings during pre-school week, because these issues were not brought to the Committee
- Teachers' first day back is always a Professional Duty Day and the last day before students return is always a Professional Duty Day
- Can the bargaining teams request that the Instructional Calendar Committee make teachers' first day back be an In-Service Day?
- Would administration be willing to give up an In-Service Day to have a welcome back meeting?
- Teachers are salaried employees, but that salary is based on Standard Work Day of 7.6 hours for 196 days; how many hours beyond a 7.6 hours day is it reasonable for them to work?
- At some point quality of life comes into play, which impacts recruitment and retention
- If everyone only worked 7.6 hours and left after that, there would be issues
- There is issue with the TALC Labor/Management Committee reviewing issues regarding mandatory meetings during the pre-school week, because TALC finds out after the fact that there's an issue and at that point the issue cannot be rectified
- If there were contract language that did not bind the hands of administration and protected a teacher's time in the classroom, that would be optimal
- In-Service Days diminish the time a teacher has to set up their classroom; there is a training scheduled for August 9, 2018, which is a Professional Duty Day, granted it's for a wonderful reading program, but this impacts teachers' classroom prep time
- Pre-school week consists of two In-Service Days: one is for a District-wide training the other is school-level training, which compounds the problem
- In the past, there was a District-wide Social Studies In-Service to help teachers navigate an online platform for a textbook, which may be helpful for a teacher that is not tech savvy, but it was not a good use of time for all the faculty involved
- In-Services on FOCUS, school data, or the Career Ladder would be better choices for In-Service Days; it would be helpful to have an In-Service day to learn specifics about the school you're working at, since each principal does things slightly different
- We're going to be having a Career Ladder training at the New Teacher Orientation and starting this year, it's required before you move on the Career Ladder

- Pre-school is a hard week to have In-Service Days, because there's a limited amount of time to get things done; in the past there were administrators that made decisions based on something they thought was going to be worthwhile, but it ended up not being the best choice
- Principals look at their pre-school calendar and offer planning time for teachers, time for teachers to collaborate with their grade level, their department, or their teams, and they try to schedule time for new teachers to learn how to structure things
- Some teachers spend the pre-school week wanting to be at the school as many hours as they can and principals have a hard time telling them that they can't spend all the extra time they want in their classroom
- There is no good way to make pre-school less hectic; it is a grind that week
- If TALC has an issue with specific principals, then it needs to be addressed in the TALC Labor/Management Committee meetings; there are new principals or principals who are new to a school and there's always a learning curve
- Principals are apprehensive about setting specific time constraints for the pre-school week because it is a tough week to plan for
- Each school is different, each class is different; a high school math teacher most likely has an easier time setting up their classroom than a kindergarten teacher does
- A change in classrooms may require more time to set up, but there are schools that notify people of anticipated classroom changes in the Spring
- The TALC Labor/Management Committee is able to address issues and can do so before the start of the school year, if it's brought to their attention before then
- If schools were using a school-based Calendar Committee to plan their pre-school week, then that committee can provide feedback to administrators on what teachers think is a good use of their time
- There does not need to be more, different, or new approaches to how we schedule the pre-school week; we need to focus more on what is in the contract
- Over the past few years, pre-school scheduling seemed to lack direction and cohesiveness
- There have been some recent changes in the Academic Services Division, that should help with that
- The way that time has been spent relative to In-Service Days, has not been the most optimal; this year, the District In-Service Day will be spent at schools; professional development will be done in collaboration with administration to ensure meaningfulness and relevance
- The only instructional staff that will be pulled out of their schools for professional development will be special instructional staff or special centers
- The District prefers to do professional development during the day, especially when it's required training; –we don't want to have to hold night time training and since they're required, we can't make attendance voluntary
- These In-Service Days have not taken place yet and the content has not been seen by many people, so we can only wait and see; judging by the descriptions from Academic Services and the feedback provided by instructional staff, we think these trainings will be more beneficial than they have been over the past couple of years

- The District does not like to waste time in meetings; the longest meeting during the pre-school week should be on the first day back; these welcome back meetings are a chance for everyone to catch up, to meet new teachers, to have fun and do team building
- Again, we can address specific issues in the TALC Labor/Management Committee meetings
- Are schools required to submit their pre-school plans to Human Resources for approval? No, they are not required to do so
- Do they submit their pre-school plans to someone else for approval? Not to our knowledge, we can look into it, but schools have not been required to submit their pre-school plans for approval in the past
- School Development will sometimes work with principals to develop their plans, but there's no formal approval process
- It seems like it may be a good idea to have pre-school schedules submitted to avoid problems in the future
- That's not feasible; a pre-school schedule can be in draft form up until the night before teachers return, because sometimes schools are waiting on direction from the District or the State, for example look at what happened at East Lee County High School last year
- There can be no TALC Labor/Management Committee solution to the problem, if TALC is not going to be made aware of what's happening until after the fact
- Are schools required to submit their annual calendars for approval? No
- It is always in the back of the principal's mind when they are setting up In-Service Days that if there's a conflict and the In-Service Day needs to be scheduled for another day during the pre-school week, then the pre-school week schedule may need to be adjusted
- Specific instances of principals making unreasonable demands of teachers during the pre-school week need to be brought to the TALC Labor/Management Committee, so that they can be dealt with on an individual basis
- The days on the Instructional Calendar are labeled Professional Duty Day and In-Service Day, so even a new principal is able to understand what is supposed to take place on those days
- In this room, everyone understands what we are talking about, but teachers who are not present are going to look at the three (3) red boxes that say "Professional Duty Days" and have an expectation that these days will be the same as other Professional Duty Days throughout the school year; this is where the issues arise, teachers question why they are having meetings on Professional Duty Days
- Maybe the language should say something like "uninterrupted time" or "classroom time", so that it assist people in understanding what's reasonable
- The District does not have the bandwidth to review 92 school calendars with details breakdowns of what's going on during each school's pre-school week; a change in the language surrounding pre-school week may be the way to go
- Professional Duty Days and In-Service Days have designated articles in the contract, we could also define what constitutes a reasonable amount of time for each during the pre-school week

- You would be hard pressed to find someone who is willing to challenge their administrator during the pre-school week; no one wants to start the school year by asking their principal, “Is this [meeting] supposed to be happening?”
- The concern is not just a few schools, it is district-wide
- The District received a few phone calls from TALC regarding preschool week this year and each situation was resolved; there is an avenue for a resolution before things come to fruition, administrators don’t want to start the school year on a negative either
- Pre-school week is taxing on everyone; TALC looks at pre-school week differently when principals are consistently holding meetings on Professional Duty Days or are having excessively long faculty meetings after school, versus when a principal is reasonable and acknowledges that this is the one time a year when everyone is working more than their scheduled hours
- A point of clarification, Professional Duty Days and In-Service Days are seven (7) hours not the standard seven point six (7.6) hours
- No matter how long the pre-school week is, there is never enough time to feel completely prepared for the first day of school
- Elementary schools could provide all summer for the teachers to set up their classrooms and there are still some teachers who would find an awesome idea on Pinterest at the last minute and they’d be working up to the last minute to include it in their classroom set up for Open House and that’s stressful
- What is a reasonable amount of time to set up a classroom? Some people say they need a whole day, others only need a ½ day, and some people spend weeks; it’s difficult to place a time clock on what’s reasonable
- Administration tries not to spend too much time on meetings; in the past few years the new curriculum the District was using cut into the time allotted for Professional Duty Days, but some of this was curriculum requested by teachers or teachers requested training on the new curriculum; flexibility is important during pre-school week
- Administration wants to make pre-school a good experience for their staff
- The Instructional Calendar Committee has a difficult task every year; can the bargaining team come up with an option for the Instructional Calendar Committee to consider?
- The Instructional Calendar Committee is made up of several members of the bargaining team along with community members; the instructional calendar is bargained and then presented directly to the Board for approval
- The bargaining teams cannot create options for the Instructional Calendar Committee, in terms of what that first day should be used for, but recommendations can be made

Option

- Recommend that the Instructional Calendar Committee consider that next year the first day back for teachers should be a school In-Service Day not a Professional Duty Day
- If this is done, it may alleviate some anxiety for teachers, because they’d know that the whole first day back will not be spent in their classrooms, but there will be a 2-3 hour mandatory meeting
- Without principal feedback on how administrators would like to spend their time that first week back, the District is not able to support this option

- The phone calls that TALC received are about teacher's time; teachers want uninterrupted time, that's the core issue

CAUCUS

TALC Report out: We discussed the actual issue of uninterrupted time in the classroom. The contract language is clear, but it does not speak to the issues of the pre-school week directly. We understand the need for flexibility for administration, but feel teachers need the same flexibility. We need language that defines reasonableness of time.

District Report out: Discussion was around having information provided by principals to make a more informed decision.

- What is TALC's option so that we can present it to principals for feedback?

Option

Add a new subsection in Article 7.03 titled, "Preschool Week", that states, "Preschool week shall consist of three (3) Professional Duty Days and two (2) In-service days. No more than $\frac{1}{3}$ of teacher Professional Duty Days may be used for administratively scheduled meetings. At the discretion of the teacher, the remaining time shall be reserved for uninterrupted planning and preparation for the upcoming school year."

Checkout



**THE SCHOOL DISTRICT OF LEE COUNTY and
THE TEACHER'S ASSOCIATION OF LEE COUNTY**

**TALC Bargaining Committee
July 23, 2018
Sign-In**

COMMITTEE MEMBERS		
Name	Position	Initials
Dr. Angela Pruitt, Chair	Chief Human Resources Officer	<i>[Signature]</i>
William Rothenberg	Director, Compensation & Labor Relations	<i>[Signature]</i>
TBD	Staff Attorney	
Mike Gatewood	Compensation & Labor Relations	<i>MG</i>
Ben Ausman	Principal (Bayshore Elementary)	<i>[Signature]</i>
Greg Blurton	Business & Finance	<i>[Signature]</i>
Carl Burnside	Principal (Dunbar High)	<i>CCB</i>
Jessica Duncan	Director, ESE	<i>[Signature]</i>
Rachel Gould	Principal (Mariner Middle)	<i>[Signature]</i> absent <i>excused</i>
Kim Hutchins	Director, Payroll	<i>[Signature]</i>
Bonnie McFarland	Insurance & Benefits	<i>[Signature]</i>
Shannon Smith	Staffing & Talent Management	<i>[Signature]</i>
Dr. Kerr Fazzone	Director, Island Coast FEA	<i>[Signature]</i>
Kevin Daly	President, TALC	<i>[Signature]</i>
Heidi Brennan	Curriculum & Staff Development	<i>[Signature]</i>
Christine Carberry	Buckingham Exceptional Cener	<i>[Signature]</i>
Jill Castellano	East Lee County High	<i>[Signature]</i>
Samantha Hower	Mariner High	<i>[Signature]</i>
Amy Johnson	Orange River Elementary <i>Mariner Middle</i>	<i>[Signature]</i>
Christina Linder	Ray V. Pottorf	<i>[Signature]</i>
Bob Scoppettuolo	Three Oaks Middle	<i>[Signature]</i>
Christina Sterrett	Tortuga Preserve	<i>[Signature]</i>
Sheena Torres-Nunez	Student Welfare	<i>[Signature]</i>

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GUESTS		
Name	Position	Initials
Ann Seeley	teacher	AS
Charla Fox	teacher	CJF
Anna Whitten	teacher	AW
Mina [unclear]	Teacher	[unclear]
Melissa Root	Teacher	MR

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